



Tom Horne,
Superintendent of Public Instruction

Arizona Department of Education Special Edition



Making a Difference

Congratulations to the 2004
Director's Institute Award Winners!

Cheryl Taylor, a special education teacher at Glassford Hill Middle School in



Prescott, was recognized for developing the Animal Assisted Therapy program at her school. Ms Taylor works with students in her combination emotional disabilities self-contained and Emotional Disability Private class to set goals that must be met to earn a pet, which might be anything from a rat to a reptile to a bird or a chinchilla. Students may take care of their pets either at home or at school. The program is designed to build self-esteem and help students develop social skills in the safe, nurturing, and positive environment Cheryl has

established in her classroom. Look for a more in-depth article about her program in the Fall 2005 issue of Special Edition.

Melissa McCusker, a special education teacher at Mountain Ridge High School in Glendale, began the Best Buddies program four years ago in an effort to pair individuals with intellectual disabilities in one-on-one friendships with typical school peers. These peers provide the opportunity to have friends and social interactions outside the special education classroom.



Under Melissa's high-energy and tireless commitment, this group of students has significantly impacted student and

staff awareness, as evidenced by the growth of "buddies" on campus. (See articles on pages 8 and 9)

As the school liaison for Aguilar Elementary School in Tempe, Irene Rangel saw a huge need to increase parental involvement.

To meet this need, she created a Parent Resource Center that allows



parents to consult with Irene about various student-related topics ranging from academics to family counseling. She conducts monthly daytime and evening parent programs as well as occasional Make N' Take Nights. Each family who attends

Continued on Page 12

A
Publication
About
Exceptional
Students

Winter 2004/2005

Featured Topics:

Leading Students with ADD/ADHD Toward Success

Inclusion: The Right to be a Regular Kid

Table of Contents

Making a Difference	1
Call for Articles	2
Superintendent Tom Horne Announces Five New Initiatives	3
INCLUSION: The Act of Including.....	3
A Positive Approach	4
So What do you do?	6
Study Finds Link Between Television Viewing and Attention Problems in Children	7
Best Buddies Go to Prom	8
Teacher Dedication Makes a Difference	9
Swamps and Classrooms:	10
Arizona's Alternate Assessments	13
Inclusion—the Right to be a Regular Kid	14
Tips for Successful Inclusion	15
Be in the Know	15
Bulletin Board.....	16
SUPPORT Cadre	17
A Special Thanks to Article and Information Contributors for this Issue	18
Enhancing Arizona's Parent Network	18
Educational Resources	19
Capacity Building Grants.....	20
Get on the Board!	23
The Special Education Advisory Panel in Action	24
Special Education Advisory Panel Meeting Schedule 25	
Spotlight on Sue Tillis	25
Save the Date!	26
Non-Public Placements	26
PDLA News.....	27
Great Success!	28
...we'd like y'all to participate	30
Don't Forget.....	31
Have you Heard?	31
Arizona's Children Association	32
Online Baccalaureate Degree Partnership in Elementary Education	32
Professional Development Opportunities 2005	33
SELECT Spring 2005 At-A-Glance	34

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Call for Articles

We invite you to submit an article or provide topic information for a future issue of the **Special Edition**. Please contact Peggy Levesque at plevesq@ade.az.gov to review topic approach.

Article deadline for the Spring 2005 issue is February 15, 2005. Featured topics will be: Education for ELL special needs students and Dyslexia.

Article deadline for the Fall 2005 issue is May 15, 2005. Featured topics will be: Special Education in Charter Schools and Autism.

Article deadline for the Winter 2005/6 issue is September 15, 2005. Featured topics will be: Changes in Education Service Agencies and Epilepsy.

All articles subject to editing. Download writers' guidelines and a list of additional article ideas to consider from www.ade.az.gov/ess/cspd. Please send high resolution photographs or vectored art to Peggy Levesque at the above e-mail address or to the address below, attention Special Edition/Miriam Podrazik.

Contact us: Arizona Department of Education
Exceptional Student Services
1535 W. Jefferson (Bin 24)
Phoenix, AZ 85007

Editor-in-chief: Miriam Podrazik
Editor/Project Coordinator: Peggy Levesque
Graphic Design: Martie Shrader

To stay abreast of what's going on at the Arizona Department of Education, check out the web site frequently. www.ade.az.gov

Superintendent Tom Horne Announces Five New Initiatives

Superintendent has delivered his third annual “State of Education” speech around the state and has five initiatives. The initiatives are:

- Intervention in failing schools
- Increasing adult volunteers in the an “Emeritus Program”
- Incorporating technology to individualize instruction

- A Math initiative and
- Expansion of career an technical education programs.

For a copy of the full text of Horne’s speech, go to www.ade.az.gov and click on “Hot Topic”.

INCLUSION: The Act of Including

By Joanne Phillips, Deputy Associate Superintendent, Exceptional Student Services

Include: to have or take in as a part or member (American Heritage Dictionary).

In reviewing the definition of “inclusion” in my own mind, I found that the stereotypes of inclusion have fallen away to reveal a much different population who must be included—the vast majority of those students with mild to moderate disabilities. Years ago, focus was placed on students with very severe mental and physical disabilities. The need to include these students in general classrooms for language, social and behavioral development activities was recognized. Children left self-contained programs to participate with typical peers, to benefit whenever and wherever they could, alongside their typical peers. Their progress and benefit was striking. Somewhere along the way, however, we slowed in our efforts to include students with learning disabilities and mild disabilities in the general curriculum; we lost focus on teaching to the abilities while supporting the disability.

A special education student with average intelligence (approximately 80 percent of last year’s special education student count) should be able to learn much of grade level curriculum *if it is taught*. Therein lies the problem: students often enter special education at least two grade levels behind their peers. Special education teachers then try to teach skills from the current *level* of functioning, assuming the need for linear progression, not moving forward until those basic skills are mastered. As a result, students with disabilities are not exposed to grade-level curriculum standards because they haven’t mastered calculation, phonics, decoding, etc., from the prior years’ standards. These students become both disabled and disadvantaged!

We need to shift thinking and stop hindering student progress. Common sense tells us that a student with paralysis is not expected to fulfill the same requirements for physical education that a typical student might. We accommodate and recognize those skills that the physical disability precludes the student from acquiring. Instead, we select those curriculum standards that are not inhibited by the disability and move on. *Why can’t we do the same for students with learning disabilities?*

If a student has poor short term memory or number sense, or lacks phonemic awareness (the neural wiring is just not there), why not recognize that, make appropriate accommodations, and move on to skills and standards that can be achieved? We have an incredible array of assistive technology available right now that can help students with disabilities accommodate the disability while allowing them to learn grade level content. Text/screen readers can read social studies and science books to a student who cannot decode to give them the conceptual content.

Calculators can solve equations when the student creates them. Spell check, grammar check and co-writer can manage the grammar, usage, and mechanics to enable the creative thoughts to appear on paper. We so readily use accommodations with sensory and extremity disabilities, but have such a tough time with those we cannot see.

A challenge lies before us. We are 21st Century in time, but not in practice. Join me in retooling thought, truly including those who have so much capability, and focusing on that capability while accommodating the disability. Include ALL students!

A Positive Approach

Help Children with ADHD Progress Academically

By Dr. Janet Johnson

According to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), ADHD generally manifests itself in two different ways, Inattention or Hyperactivity-Impulsivity. According to Wicks-Nelson & Israel in the 2003 book *Behavior Disorders of Childhood* these can be delineated by specific symptoms.

Inattention Symptoms

- Difficulty paying attention
- Appears not to listen when spoken to
- Makes careless academic mistakes
- Easily distracted
- Forgetful
- Organizational difficulties

Hyperactivity-Impulsivity Symptoms

Hyperactivity

- Talks continuously
- Unable to sit still
- Exhibits restlessness
- Always in motion

Impulsivity

- Turn taking is difficult
- Constantly interrupts

“Sit still,” ... “Stop moving,” ... “Stop it!” ... “Show me quiet hands,” ... “Why can’t you sit still?” and, “Pay attention.” These are all phrases one might hear when observing those who work or live with children with Attention Deficit Hyperactivity Disorder* (ADHD). ADHD is not curable—approximately 60 percent of children continue with the symptoms into adulthood. Because it continues into adulthood it should not go untreated. It is also not a new disorder; symptoms were recognized as early as 1902. The good news is that ADHD can be managed.

Although our son has some unique special needs, he also exhibits behaviors typical for children with ADHD. During one of our frequent parent-teacher planning sessions on addressing our son’s behaviors in class, we asked the teacher why he wasn’t progressing academically. She told us, “He has to be able to sit still and sit in a chair before we can teach him anything.”

My husband and I were quite disturbed by this comment. We knew that the brain processes information whether the body is sitting, standing or moving. All children learn differently, and it is critical that teachers be flexible when working with ADHD children. Because of this teacher’s belief about learning, our son struggled in her classroom. It wasn’t until the following year when he had a different teacher who had a more flexible approach that our son was able to succeed.

How prevalent is ADHD? The American Psychiatric Association estimates that three (3) to seven (7) percent of American children between the ages of 5 and 17 are diagnosed with ADHD. However, when teachers and parents are asked to provide data, this percentage increases to 20 percent.

It may be tempting for a teacher to label a student as ADHD because of constant motion and general inattentiveness and lack of focus. However, according to the National Information Center for Children and Youth with Disabilities (NICHCY), in order to make an accurate diagnosis a professional must follow a battery of steps that include: an extensive family and medical history; observation of the child; physical examination; interviews with the child, the child’s teacher, and parents; completion of a behavior-rating scale by parents and teachers.

Tips on teaching children with ADHD

Research indicates that, when working with children with ADHD, the classroom, structure and organization are important to enhancing learning.

- Be consistent. Change is generally difficult for children with ADHD. Establishing a consistent plan of action can be a key to eliminating unwanted behaviors. Some teachers have found that a negative token economy system is effective. The student begins the day with a set number of tokens. Each time the undesirable behavior

Continued on Page 18

occurs a token is removed. A reward is given if the pre-determined number of tokens remains at the end of the school day. Conversely, a positive reinforcement may be given for appropriate behavior.

- If necessary, allow the student to stand while working (in a space that will not disturb the learning of other students). This respects the student's need without disrupting the classroom. For young children, arrange barriers to confine them. For example, in a corner area, a bookshelf on one side and the teacher's desk on another, will limit wandering.
- Assign the student jobs that allow him or her to contribute to classroom activities in a positive manner. He or she can do things like: take the attendance to the office; walk another student to the nurse, if needed; pass out papers; sharpen pencils for the teacher; deliver a message to a fellow teacher in another classroom; or erase the board.
- Include the parents in choosing strategies that work with their child with ADHD. Keep in mind that the most credible experts on any individual child are that child's parents.
- Above all, be positive, positive, positive!

Behavioral Interventions

Behavioral interventions can be quite effective in increasing attention, dealing with disruptive behavior, and improving the academic performance of children with ADHD. The following techniques have been found to be effective: token reinforcement, time out, and contingency contracts. A contingency contract is where the child and the teacher sign a written agreement outlining how the child will behave and the resulting contingencies agreed to by the teacher. This approach is effective for the student with inattention only as well as for the student with hyperactivity.

At Home

At times, educators find themselves emotionally taxed after spending a day with a student diagnosed with ADHD. Have you ever caught yourself thinking things like: "If those parents were better disciplinarians, this kid wouldn't act like that." Or, "What is wrong with those parents?"

If so, keep in mind that parents do not cause ADHD and such thoughts may interfere with developing an amicable relationship with the parents. ADHD is a neurological medical problem that manifests itself as inattentiveness or hyperactivity-impulsivity. If you find yourself overwhelmed, consider the fact that from the moment the student arrives home, parents face the same challenges you were just relieved of—not just that day, but day after day for years to come.

Many parents find medication extremely useful. Yet, other parents choose a developmental approach where physicians recommend that ADHD be treated with vision therapy (consult a behavioral optometrist for a developmental vision evaluation), occupational therapy (consult an occupational therapist with expertise in sensory processing problems) and/or allergy treatment (consult an allergist).

Janet Johnson has a Ph.D. in Learning and is the Chair of Education at Rio Salado College. She can be reached at janet.johnson@riomail.maricopa.edu.

**Attention Deficit/Hyperactivity Disorder (ADHD) is the term used in the current Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) diagnostic criteria. ADD (Attention Deficit Disorder) with or without hyperactivity is the older term from the DSM-III-R. (www.adhd.com).*



So What do you do?

The ADHD/ADD Child in the Classroom

By Shelly Kilmer

Palms perspire, wrinkles etch deeply into the forehead, and eyes flit back and forth. One might think this applies to the student, but in fact it describes the adult reactions to hearing those four uppercase letters strung together to form the acronym ADHD—Attention Deficit Hyperactivity Disorder, or ADD—Attention Deficit Disorder.

As an education consultant, frustrated educators working with ADHD students frequently ask me, “So, what do I do?” This article offers several intervention strategies that I have found to be effective. They are by no means exhaustive; rather they should be considered a springboard from which to develop a plan to make the student successful.

There are three principle areas to examine when developing a plan: education, instruction, and environment. It works best to use metacognitive approaches in all areas of the plan.

First, the student needs education about his disability so he can know and understand the challenges facing him. Present such information at the appropriate developmental level throughout the child’s years of schooling.

The second principle area deals with classroom instruction. Repeat subject concepts frequently in order to reinforce and ground new information. Allow peers to tutor in subjects the student with ADHD has difficulty mastering. When the student exhibits undesirable behavior, make use of “intentional ignoring” as deemed fitting by the nature of the classroom activity and climate. Ask students with ADHD to restate directions whenever appropriate. Create an engaging and varied curriculum. When confronted with a resistant student, it often helps to employ “hurdle help,” a strategy in which an adult sits beside the student to help get her started with a task that is causing her difficulty.

Finally, environmental factors offer significant areas in which to provide needed structure for the ADHD student. Minimize distractions and interruptions in the classroom. Allow ample space for movement in and around the classroom. Build frequent breaks throughout the day into the schedule to allow the student to release stress.

Teachers and staff working with the ADHD student need to provide genuine and consistent positive reinforcement. Utilize verbal and non-verbal cues. Relaxation, visualization, and imagery are also excellent strategies. The standards strategies of structure, scheduling, and modeling should be utilized as well. Post daily and weekly schedules, and review them often. Soft music is an excellent way to provide white noise in the classroom.

Taking the time to identify the approaches that work with the individual student will pay off in the end with a more attentive student who causes fewer disruptions. This can greatly improve the student’s chance to succeed academically, and that’s really what we’re all about.

Shelly Kilmer is the Principal and Director of Education for Arizona’s Children Association in Tucson, which won the coveted 2002-2003 Program of the Year from AZCA. She received the Samuel A. Kirk Teacher of the Year 2002 Award from the Arizona Council for Exceptional Children.



Study Finds Link Between Television Viewing and Attention Problems in Children

Seattle, WA: Early television exposure in children ages 1-3 is associated with attention problems at age 7, according to a study from Children's Hospital and Regional Medical Center in Seattle published in the April issue of PEDIATRICS. The study revealed that each hour of television watched per day at ages 1-3 increases the risk of attention problems, such as ADHD, by almost 10 percent at age 7. The study controls for other attributes of the home environment include cognitive stimulation and emotional support.

The findings also suggest that preventive action can be taken to minimize the risk of attention problems in children. Limiting young children's exposure to television during the formative years of brain development, consistent with the American Academy of Pediatrics' (AAP) recommendations, may reduce a child's subsequent risk of developing ADHD. The AAP recommends parents avoid letting their children under the age of 2 years watch television and that parents exert caution—such as setting limits on TV viewing, helping children develop media literacy skills to question, analyze and evaluate TV messages, and taking an active role in their children's TV viewing—in children over the age of 2.

Attention deficit/hyperactivity disorder (ADHD) affects between 4 and 12 percent of children in the

United States, and is the most common behavioral disorder in children.

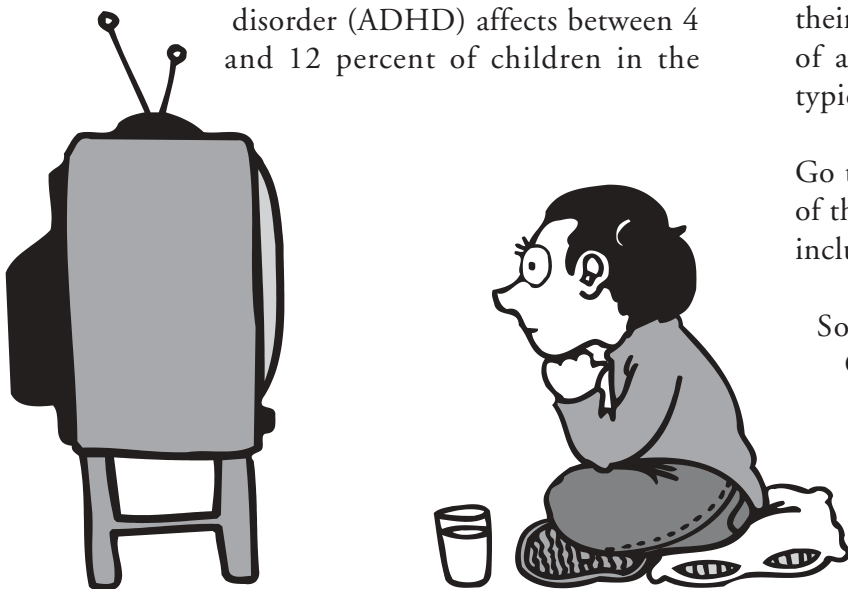
The study, led by Dimitri Christakis, MD, MPH, a pediatric researcher at Children's Hospital and Regional Medical Center in Seattle, did not look at the content of the television programs.

“This study suggests that there is a significant and important association between early exposure to television and subsequent attentional problems,” said Christakis, who is also director of the Child Health Institute and an associate professor at the University of Washington School of Medicine. “We know from national estimates that children watch an average of two to three hours of television a day in the 1-3 year old age group and that as many as 30 percent of all children have a television in their bedroom. There is a tremendous and growing reliance on television for a variety of reasons. However, parents should be advised to limit their young child's television viewing.”

This national study adds inattention to the list of harmful consequences of excessive television viewing that also includes obesity and violent behavior. Children ages 1-3 were chosen to participate because their brains are still developing rapidly, and symptoms of attentional problems, such as ADHD, do not typically manifest in children until later years.

Go to www.seattlechildrens.org to view the full text of the study findings and other helpful information, including an “indoor activities tool kit.”

Source: April 4, 2004 Press Release issued by Children's Hospital & Regional Med. Center, Seattle



Best Buddies Go to Prom

By Melissa McCusker



While sitting in a routine department meeting, mentally sorting through the 800 things on my “to do” list, my department chair casually tossed out information about a program called Best Buddies. He described Best Buddies as an organization started by Anthony Shriver that focused on students with intellectual disabilities. My ears perked up. *How interesting.* Looking over the flyer, I immediately realized that our campus desperately needed this program.

That, as they say, was the beginning of the story.

Today, the Mountain Ridge High School Best Buddies Program in Glendale has literally changed the face of our campus into a much more compassionate, knowledgeable and tolerant one. My best buddy, Jen Haren, and I have strived for four years—as the sponsors of Best Buddies on our campus—to enrich the lives of our special needs students with the beauty of friendship.

As a special education teacher, I knew that prior to this program, the “typical” high school experience didn’t include my students. They wanted to go to prom and other dances, hang out at football games and go to the mall with friends. Unfortunately, these simple activities for most students with intellectual disabilities are not possible because they lack a friend to attend these events with. Best Buddies enables typical peers and peers with intellectual disabilities

to attend these events together, just like everyone else. As an inclusionary practice, Best Buddies provides the ULTIMATE gift—friendship for all.

Currently, 92 members participate in the Best Buddies Program at Mountain Ridge High School (MRHS), including peer buddies (typical peers) and buddies (intellectually disabled peers). MRHS Best Buddies events, to name a few, have included: BB Football Night, BB Barbecues, BB Ice Cream Social, BB Adopt-A-Family, BB Bowling Night, BB McDonald’s Night, BB T-Shirt Day, BB Pumpkin Painting Party, BB Coyotes Hockey Night, and, of course, we go to prom. We get decked out in formals and up-dos, tuxes and boutonnieres, jump into our limousine, go out to a fancy dinner and then dance the night away.

Best Buddies has changed my life. As a volunteer, I became aware of how completely exhausting it is to work for a non-profit organization. As a special education teacher, it has opened my eyes to the amazing educational opportunities available for a crossover of academics and “real life” skills. As a person, it has enabled me to feel a complete joy and appreciation for the healing power of friendship.

If you don’t have a Best Buddies Program on your school campus, I challenge you to start one. I believe it will change your life as it did mine!

To find the program that matches your needs, go to <http://www.bestbuddies.org/home>. Or reach one of the Arizona contacts:

Melissa McCusker-Special education advisor, Mountain Ridge High School-Melissa.mccusker@mr.dvusd.org

Jeneara Haren-Regular education advisor, Mountain Ridge High School-Jeneara.haren@mr.dvusd.org

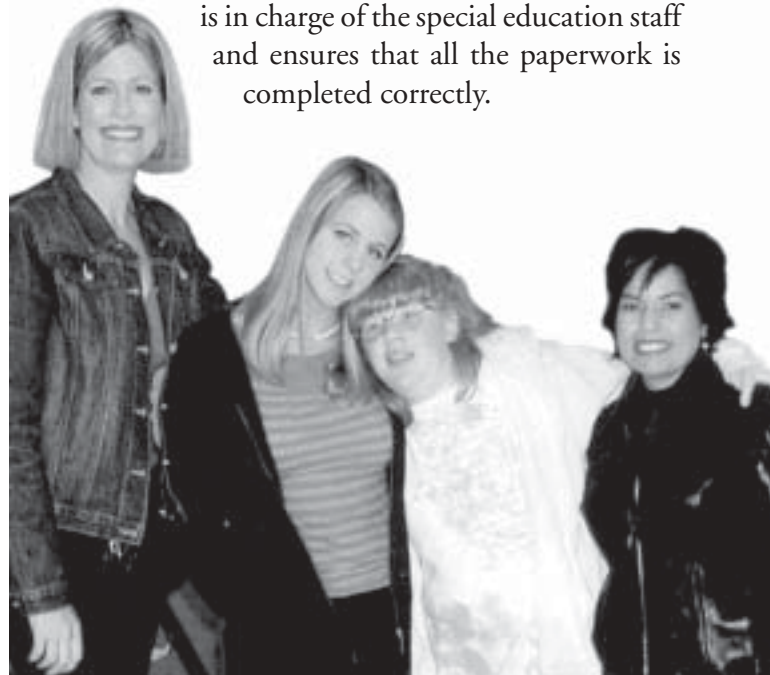
Maureen Mills-Program Manager, Best Buddies Arizona-maureenmills@bestbuddies.org

TEACHER DEDICATION MAKES A DIFFERENCE

*Editor's note: **Special Edition** is profiling the three award winners at Arizona's 2004 special education Director's Institute given in October. Find out about Cheryl Taylor and Irene Rangel in the Spring and Fall 2005 issues.*

Melissa McCusker lives and teaches her motto: Character is what you do when nobody is looking. Even at the age of 6 she had a unique ability to empathize with others. A young boy with physical disabilities and facial abnormalities attended her childhood church. "I remember hoping he had friends and that his family was kind," 35-year-old McCusker said. It was then she decided to work with people with disabilities.

If anything, that childhood passion intensified, and continues to drive her with a zeal that goes beyond the hours of nine-to-five. After her full-time job teaching severe/profound special education classes at Mountain Ridge High School in Glendale, this 14-year teaching veteran spends an additional 10-15 hours every week coordinating special education for Deer Valley Charter High School. In this secondary role she is in charge of the special education staff and ensures that all the paperwork is completed correctly.



"Charters are a wonderful opportunity for students who are unable to find success in a typical high school program," McCusker said. "We 'save' students who would otherwise fall through the proverbial cracks."

As a priority, McCusker manages to carve out time with her husband, Bill, and two Siberian Huskies and cat. She fills spare moments gardening, home decorating, watching movies, and spending time with other family and friends—who she describes as mirrors of herself. All this, and she still finds the time to volunteer as well.

One of her volunteer activities is as an advisor for Best Buddies, an international organization that focuses on the needs of individuals who are mentally disabled, for which McCusker received an award at Arizona's 2004 special education Director's Institute held in October. She devotes another 10-15 hours of her week to Best Buddies. How does she take on so much? "I must always be busy," she said, "preferably helping others. And Best Buddies makes an incredible difference in the lives of the students involved. I just couldn't pass up this opportunity."

McCusker's chapter received national recognition when two best buddies from her campus were selected to represent Arizona in a cycling event in May at Cape Cod. Joelle Radosevich, a typical student, and Pamela Nichols, a peer with intellectual disability, were chosen because of the extraordinary friendship that has developed between these two high school students under McCusker's supervision.

"I have been blessed," McCusker said, "doing what I love—working with intellectually disabled individuals and special needs students."

Swamps and Classrooms:

A Tribute to Regular Education from Special Education

By Steve Willingham

Utah Special Educator

May 2003

A wise mentor teacher who could have retired told me twenty-three years ago, “When you’re up to your neck in alligators, remember that you came to drain the swamp.” Pupils, parents, principals, press, and politicians have their agendas that divert, distract, and divide classroom instructional time.

The principal wants grading procedures on file in the administrator’s office so parents can view grading policy. During the year the principal will ask for several exceptions. The district’s new computer program is designed to help write reports more efficiently, but a roll book still must be kept to put the information into the computer.

In the teacher’s mailbox, there are three memos that will only take a few minutes to fill out. The federal government wants to know how many homeless children are attending the high school. The definition of homeless seems self-explanatory but is two pages long with sub text requiring an interpretation from an IRS lawyer. The second memo is a survey from a university doctoral professor who is studying unnecessary paperwork in education. The third memo is from the counseling office surveying what last year’s graduated students are doing. The counselors have enclosed a list of students to call; they just do not have the time to call everyone. All reports are due as soon as possible.

After the Pledge of Allegiance and the twelve announcements, Jimmy hands in a note stating his family is taking a week off to go to Disneyland and want to know if his class is doing anything important. They do not like summer vacations because the lines are too long.

Jane’s parents do not believe the reading assignment, *To Kill a Mockingbird*, is proper to be taught and demands an alternative assignment. They would like her to read a religious historical novel that has a more up-lifting ending. A local group is protesting the reading of *The Scarlet Letter*, which the state board of education has labeled as required reading for eleventh graders. A civil-rights organization has threatened to file a lawsuit about the reading of *Huckleberry Finn* because of the use of the “N” word. Animal rights activists think Jack London and Ernest Hemingway novels perpetuate a picture of man’s inhumanity to animals.

The counselors need to talk to Ronnie because he has not been to class for six days. Now, Ronnie is absent for the seventh day. The counselor put him on a contract requiring him to make up the work. If he does not come in, please call his parents. Ronnie does not show up, but the parents want another chance because his parole officer will lock him up for six more days.

Betty, a special education student with ADHD (attention deficit hyperactivity disorder) only needs to do half the assigned work. The special education teacher will give the English teacher a copy of the pertinent part of the Individual Educational Plan and a daily check sheet to monitor her progress. Questions should be directed to the special education teacher during her preparation period. The teacher only has one question—which half of the book should Betty be required to read?

Harvey, a student body officer in second period, wants to turn in the research paper a day late because he was decorating the gym all day yesterday for the

homecoming dance. He needs an "A" in the class to qualify for the state scholarship award given by the Honor Society. The next week he will be gone on the choir tour.

In third period, Bill, who is hard of hearing, needs the teacher to wear a portable microphone. The loudspeaker interrupts the class to find the student who has parked their car in front of Mrs. Wilson's driveway. Since the announcer has everyone's attention he has been asked to wish Kathy Bills a happy sixteenth birthday. A girl, who is not Kathy, runs out of the class because she has morning sickness. The teacher needs to restate the announcements because Bill cannot hear the loudspeaker.

Five students in the fourth period missed yesterday because they attended a swim meet. Students should be given extra time to complete assignments for school excused absences. The swim team won the regional meet and will miss next week for state tournament. The local and school papers want a picture of the five students going to class in their Speedos. The photographer assures everyone this will not be an inconvenience.

A parent objects to the use of the word "Indian" when referring to Native Americans while another parents thinks Native American gives Indian/Native American a superior status to other American citizens. The Navajo student in the classroom does not care because he says, "I'm Navaho."

Some parents want their daughters to have separate math classes from the boys because an expert (loosely defined) on the Oprah Show indicated boys intimidate girls from asking questions. Another group of parents want their girls to play on the boys football and wrestling teams and will be using the Title IX of the Federal Educational Code to enforce their wishes. The boys parents threaten to boycott the games

because they do not want their sons tackling and wrestling girls. The all girl cheerleading squad voted not to allow boys to try out. Gender equity programs have been changed to gender sensitivity because the experts have now decided there is a difference between boys and girls.

Every morning teachers drive to school listening to talk radio deploring the student academic testing scores and a host of other problems. Tax organizations mobilize voters to defeat school bonds. State legislatures add new testing requirements taking three more days a year from classroom instruction. State money is diverted to build a sports arena for millionaires.

Air conditioning for classrooms will be postponed for another year. Another two desks will be added to classrooms because developers have added three hundred more homes to school boundaries, but teacher allocation is calculated on last year's attendance. Administrators promise it will improve next year.

A federal judge has issued new guidelines: students cannot exchange papers for grading purposes, nor may grades be posted in public places. Students complain they do not know how they are doing in class.

School lawyers are determining if student assistants are considered school personnel and may be able to post grades. Another federal judge will make that decision in a few years.

The teachers union has e-mailed all teachers to write a letter to legislators to fund the weighted pupil unit. Union dues will go up next year to lobby for better pay.

During sixth period, everyone is excused early for a pep rally to prepare for the homecoming football game. Band members, cheerleaders, drill team, technical crew, and the football team are released fifth period.



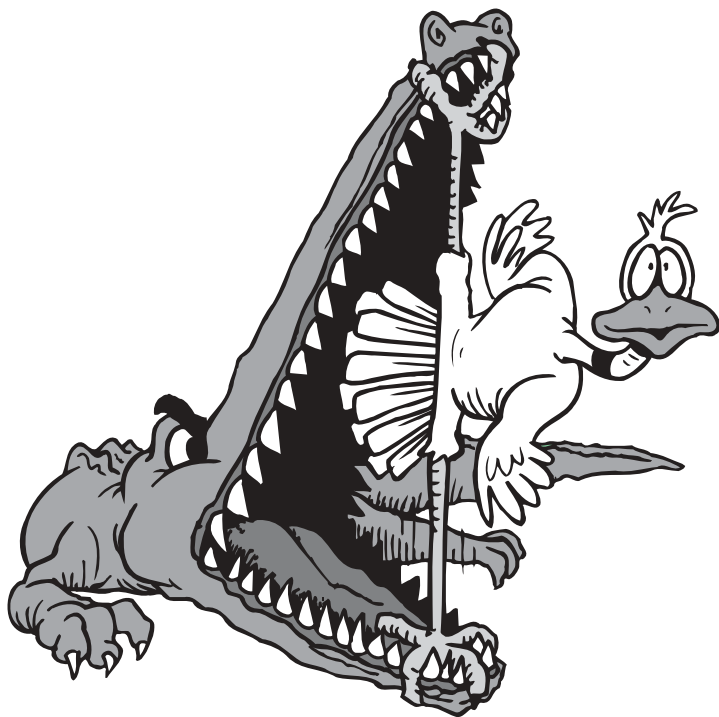
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Teachers find time for their students to read great literature, write research papers, dissect a frog, study the constitution, build a nightstand, play an instrument while marching in 98 degree weather in 20-year-old wool uniforms, and sing a new song for the winter performance known in the past as the Christmas program.

Teachers are a stubborn bunch of people who keep to old-fashioned ideas like completing the textbook they are paid to teach. Since the district paid \$65 per book, teachers feel obligated to push through the material.

Another old-fashioned idea in teachers' belief system is still "Sit down, be quiet, and listen." With all the feel-good diversity points of view, and Power Point presentations, a teacher teaching in front of the class with listening students is still a powerful tool.

A third powerful tool is a teacher willing to assign homework. An assignment invades the life of a student, but the act of a professional reading, commenting, and recording a student's work highlights the subject's importance. The constant criticism that homework is busywork is like water to a duck's feathers.



A fourth old-fashioned idea is a teacher standing up for a grading system she/he has found to be valid after years of experience. Though the Gates of Hades challenge a particular grade, teachers will stand by their decisions. Most do not come by the grades lightly and have put time and effort into making a fair system. It is amazing how accurate they know the work of 180 students.

The fifth old-fashioned idea is that teachers care. They defend the brick and mortar buildings like mother bear defending her cub. They care about the subject they teach by spending their summers in masters-level classes or workshops at their own expense. Teachers are involved in activities such as clubs, essay contests, coaching, talks, and fund raisers that they are paid little or nothing for.

In 1900 only six percent of the population graduated from high school and in 1946, 48 percent. In 1999, 82 percent of the students graduated from high school. In May several hundred students will graduate from the local high school. Students will earn college credit before they walk across that commencement stage. Some will attend universities, while others will seek out technical training in junior colleges or apprenticeship programs.

The next year, teachers will return to classrooms determined to drain the swamp and battle for another 180 school days to capture teaching moments between interruptions.

Steve Willingham is a special education teacher in Utah's Nebo School District.

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Continued from Page 1

any of the functions receives a food box donated by local markets. Irene has gone the extra mile by providing transportation, dinner, and childcare for these events. She does whatever it takes to meet the needs of families in the Aguilar community. Look for a more in-depth article about her program in the Spring 2005 issue of Special Edition.

Arizona's Alternate Assessments

By Nancy Nowlin

This school year there are several changes to Arizona's alternate assessments—which now include the original (Level I, AIMS-A and ASAT) and the new Level II, AIMS-A and ASAT. Therefore, you will need to discard all the old forms and manuals. New forms and the new Alternate Assessment Manual are available on the ADE web site (www.ade.az.gov/standards). Because data submission is under development, submission information is not in the current manual; the manual will be revised to include that information in January 2005.

Level I assessments now include the newly articulated kindergarten standards. Both Form 1, the eligibility criteria, and the Standards Status Report, Form 2, incorporate these changes.

This is the first year for the new Level II alternate assessment. The Level II alternate assessment is designed for students with significant cognitive disabilities in grades 6 through 12 and is based on the articulated Arizona Academic Standards for grades 1 through 3 in reading, writing, and mathematics.

Form 1, the eligibility form, has been revised to include the eligibility process for both Level I and Level II assessments on the same form. The original Level I components include: Form 2, Standards Status Report; Form 3, AIMS-A Performance Evaluation; Form 4, Parent interview; and Forms 5A–D, Activity-Based Performance Assessment. For Level II assessments, in addition to Form 1, the components include: Form 2, Standards Status Report, and Forms 3A–D, point-in-time activity-based assessments.

As of January 5, data entry for Level I and Level II alternate assessments are available through the Web-based application. Those who are ready to input data and have not obtained passwords for your teachers and administrators through the ADE Support Center should do so immediately.

An administrator needs to submit to the ADE Support Center at www.enterprise@ade.az.gov a list of teachers

administering alternate assessments and a list of administrator designees. The list must contain the names, school sites, phone numbers, e-mail addresses, and the level of access requested (teacher or administrator) for the personnel involved.

There are two kinds of password access required. For the first time, teachers have access to the ADE common logon to input student data via their own passwords. Administrators or their designees will have the capacity, via their passwords, to monitor the entire alternate assessment process for their educational agency. This new feature will assist the administrator in ensuring that alternate assessments have been administered to all eligible students.

Mark these dates on your calendar:

- Thursday, March 31, is the last day for teachers to enter alternate assessment data for eligible students.
- Saturday, April 30, is the last day for administrators to enter new students and correct any existing data errors.
- April 30 is the date the system closes for all data entry.
- Friday, June 3, is the last day for administrators to print student reports.

For questions related to administering any of the alternate assessments, contact your test coordinator or special education administrator for assistance first. Then, if you still have questions, contact the program specialist at ADE/ESS who is assigned to your public education agency (PEA). If there are technical issues with the alternate assessment application, contact the Regional Training Center (www.ade.az.gov/rtc) for your area or the ADE Support Center (support@ade.az.gov).

Nancy Nowlin is an education specialist for the ADE/Exceptional Student Services and is based in Tucson.

Inclusion—the Right to be a Regular Kid

Tenth grade student Layna Simonowicz likes to do just about anything. This busy, popular 15-year-old loves to read and is active in choir and church. Having just joined the drama club at Apache Junction High School (AJHS), she says she is “having a blast.”

Layna also has a specific learning disability.

Specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. Because Layna doesn't always understand the meaning of what she reads, frustration used to bubble to the surface when she couldn't complete assignments on time. Or she would watch in dismay as her peers packed away their pencils after finishing a test, while she still struggled with question number three.

But that didn't keep Layna down for long. With characteristic resolve, she forged ahead with a “110 percent” effort. Making the most of the guidance from her teachers, she learned about her disability and the resources available to her. Because she understands that she has difficulty, especially with her math skills, she can now take the steps necessary to solve her problems instead of withdrawing. When she starts falling behind, she now confidently advocates for herself, asking for the help she needs.

“Layna is an incredible student with a great attitude and work ethic. And she enjoys helping other students with disabilities,” said Tim Vanda, a special education teacher since 1988 and a strong advocate for inclusion—in and out of the education environment.

To help their disabled son participate in “normal” activities with his peers, Vanda and his wife founded the Arizona Dream Catcher Equestrians, a therapeutic

riding program for individuals with disabilities. In the classroom, Vanda maintains a focus on teaching self-advocacy skills with post-high-school transitional outcomes as critical components to student success.

“Special needs students do not want to be labeled or singled out,” Vanda said. He believes that when placed in a proper learning environment, they will thrive. “Inclusion offers Layna the right to be a high school student in the least restrictive environment,” he added.

Succeeding in a regular education setting hasn't been easy for Layna, but her mom and teachers stuck with her during the tough times. Because of that support, and her own unique determination, she can say, “I've managed it pretty well.” Meeting more people and having the opportunity to sit in the regular education classroom have provided balance to her disability. “I'm a pretty normal kid, if you ask me,” she said.

And if she could offer one piece of advice to educators about teaching a student with disabilities? “Never give up on the student, no matter how much you may want to. Take your time and try to explain in a way the student can understand.”



Tips for Successful Inclusion

Tim Vanda, special education teacher since 1988, offers these tips to successfully include special needs students into the classroom.

- 1 Spend a great deal of time getting to know the special needs student. This includes learning styles, attitude, work ethic, etc.
- 2 Make sure the student understands his/her disability and the modifications and accommodations available.
- 3 Teach the student to self-advocate.
- 4 Make sure the student feels comfortable so they will seek assistance.
- 5 In-service regular education teachers on the IEP process and the law.
- 6 Provide critical information about "inclusion" students to regular education teachers. Make sure they understand the information.
- 7 Meet with general education staff weekly to discuss progress and make adjustments as needed.
- 8 Encourage general education teachers to make suggestions throughout the process.
- 9 Inclusion may not be the answer for every student; that's ok.
- 10 Be flexible and willing to try new things.

Be in the Know

Check out these resources for help in learning to advocate for your special needs child.



Printed materials, trainings and workshops on how parents can actively participate in their child's special education are offered by **Arizona's Parent Information Network (PIN)**. Find out what is available at www.ade.az.gov/ess/pinspals/.



Enhancing Arizona's Parent Network (EAPN) offers a variety of resources throughout the year. Visit <http://www.ade.az.gov/ess/eapn/>



Pilot Parents of Southern Arizona provides information and referrals to parents of children with disabilities. Call 520.324.3150 (Ans machine available) for Tucson, or 602.468.3001 in Phoenix.



Raising Special Kids provides support services to families with children who have disabilities. Contact them at www.raisingpecialkids.com or 602.242.4366.



Bulletin Board

IDEA 2004 Signed into Law

On December 3, 2004, President George W. Bush signed into law the Individuals with Disabilities Education Improvement Act of 2004 that covers the education of over six million American children with disabilities. In his accompanying speech, he outlined his perspective on key changes contained in the bill.

- Raises expectations for students
- Gives schools and parents the tools they need to meet the expectations
- Applies NCLB reforms to make schools accountable for meeting goals
- Ensures students will have teachers with necessary skills and training
- Supports tutoring programs for children in schools that need improvement
- Creates opportunities for parents and teachers to resolve problems to reduce litigation so focus can remain on the student.
- Offers more flexibility to parents and educators to change student educational programs to better meet needs

Read the entire press release, plus more news about the bill on the web site of the Council for Exceptional Children.
<http://www.cec.sped.org/>

Tougher Teacher-Prep on the Horizon

At the word of Superintendent of Schools, Tom Horne, a new committee, consisting of K-12 teachers and faculty members from colleges and universities, has been established to revamp the review of the State's teacher-training programs. The goal is to ensure the programs are producing graduates who can teach students to measure up to strict new accountability rules, including passing the Arizona Instrument to Measure Standards.

Horne has invited the National Council for Accreditation of Teacher Education (NCATE), the nation's oldest and largest accreditation agency, to provide input to help implement a tougher Arizona monitoring plan.

The committee's hope is to have a new plan that mirrors and complements NCATE to present to the Arizona State Board of Education in the spring. The plan will likely require teacher-preparatory programs to answer a detailed questionnaire about faculty and courses. It would also require them to gather data on graduates, such as how many enter teaching, for how long they stay, and how well their principal thinks they perform. In addition, visits from state officials to evaluate classes, something not currently done, would be included.

For more information, contact Arizona Department of Education's Title II office at 602.542.2242.

Input Requested

The U. S. Department of Education Western Regional Advisory Committee is one of ten established by the U.S. Secretary of Education and is charged with conducting an assessment of technical-assistance needs of states, districts, schools and other education stakeholders in the region.

The Department requests your comments and input regarding the technical assistance needs of education and implementation of the goals of the No Child Left Behind Act (NCLB). Respond by email to rac@cna.org. Visit the web site at www.rac-ed.org to stay up-to-date on the statutes of the needs-assessment project in your region. Please visit <http://www.cec.sped.org/> and take part in this wonderful opportunity to voice concerns to the U.S. Department of Education about the technical-assistance needs.

What Users are Saying about the SUPPORT Cadre



"The SUPPORT Cadre consultant was personable and helpful. I did not feel pressure that she was observing and her criticism was constructive. I learned so much from her. Thank you."

"Excellent match to teacher's needs. Very flexible, can meet many diverse needs. I truly appreciate the SUPPORT Cadre consultant's willingness to step up and ask, 'how can I help?' Give this woman anything she needs. She is a veritable gem."

"Supportive of current lesson/student planning, while showing how to extend and enhance student learning opportunities in all domains. Thank you so much for the opportunity to work with her!"

"The SUPPORT Cadre consultant was very personable and knowledgeable in the area of concern. Interacted extremely well with our staff."

"This has been a wonderful resource and services are arranged quickly with excellent resource people."

"We will be using the suggestions the SUPPORT Cadre consultant gave me. She was very knowledgeable and I learned a lot."

"The SUPPORT Cadre consultant provided many ideas and lots of positive and constructive feedback. We feel extremely fortunate to have had her visit our school."

"I dearly love the SUPPORT Cadre consultant's help. He is so observant and practical in his suggestions. He is so great to work with."

"The SUPPORT Cadre consultant was wonderful to work with. She was very flexible in her consultation and was able to answer many questions."

"We want to help the teacher implement as many suggestions as possible to improve the classroom management. I really appreciate the great job in connecting us with good people."

If you have an issue, student, or interest that might benefit from free collegial guidance onsite or via e-mail or phone, make your request today by contacting June Torrance, the SUPPORT Cadre coordinator. jtorran@ade.az.gov or 480.570.9046

FREE RESOURCE FOR SCHOOL STAFF

Self-Quiz

A child's self-esteem is critical to his or her well-being and success in life. Most parents and teachers think they interact appropriately with children who have ADHD. Try this self-quiz and see how you rate yourself.

Complete this experiment for a day, or for several days.

- Divide a piece of paper vertically down the middle.
- Label one side "negative" and the other side "positive."
- For each positive statement made to the child, put a checkmark under "positive."
- For each negative statement made to the child, put a checkmark under "negative."

According the National Academy for Child Development, a child should receive four positive statements for every negative statement. The goal is to establish a positive environment. How did you do on this self-quiz?



A Special Thanks to Article and Information Contributors for this Issue

Mary Arredondo, PhD, Educational Consultant
Wendy Collison, ADE, Exceptional Student Services
Amy de Haan, Northern Arizona University
Sheree Dove, Rio Salado College
Dr. Janet Johnson, Rio Salado College
Shelly Kilmer, Education for Arizona's Children Assoc.
Celia Kujawski, Northern Arizona University
Melissa McCusker, Mountain Ridge HS
Samie McFadden, ADE/Exceptional Student Services
Mejia Mja, ADE/Exceptional Student Services
Nancy Nowlin, ADE/Exceptional Student Services
Barbara Paulson, ADE/Exceptional Student Services
Joanne Phillips, ADE/Exceptional Student Services
Layna Simonowicz, Student, Apache Junction HS
June Torrance, SUPPORT Cadre Coordinator
Dr. Kay Turner, Humboldt Unified School District
Steve Willingham, Utah Special Educator
Tim Vanda, Apache Junction HS
Allie Werner, ADE/Exceptional Student Services



Parents and
Professionals...Don't Miss
Out

Enhancing Arizona's Parent Network

Check out the Enhancing Arizona's Parent Network's (EAPN) web site at www.ade.az.gov/ess/eapn/ to take advantage of the wealth of information available to parents of children with disabilities. Print, copy and distribute the Training and Event Calendar and make your community aware of the wide variety of activities and events occurring in your area. The Information and Leadership articles are updated regularly. "Bookmarks" are a great promotional tool for getting the word out to families about this invaluable resource. If you would like copies in English or Spanish, contact Becky Raabe at beckyraabe@aol.com or 928.526.2566.

Educational Resources

ADD/ADHD

ADD/ADHD FAQ, GENERAL INFO: Attention Deficit Disorder, Hyperactivity, Hyperactive: Recommended resources, books. New information on the connection between vision and learning: Eye Problems Sometimes Mistaken For Learning Disabilities; A Developmental Approach. www.add-adhd.org

About ADD/ADHD: Information on every aspect of AD/HD, including diagnosis, treatment, alternative medicines, medication, practical advice, support. www.add.about.com

CHADD—Children and Adults with Attention Deficit Disorders: What's New?and more! Living with AD/HD or ADD. www.chadd.org

ADD/ADHD in School: Classroom interventions—provides hundreds of ideas to help students who have ADD/ADHD Attention Deficit Hyperactivity Disorder be successful in school. www.addinschool.com

ADHD Information and Support to Help Your Child: ADHD news, information, message boards and resources to help your child. Read testimonials; learn about medication and school issues. ... Support Group for ADHD Children and ADHD Adults; Service Directory; Books on ADHD; State ADHD Resources ... www.adhdnews.com

Help for ADD, ADHD, Attention Deficit Disorder, Behavior Problems, Learning Disabilities. www.wholechild.net/addadhd.htm

ADD/ADHD—Do You Know all You Need to Know? ADHD disrupts lives and families, but it can be successfully managed! Good nutrition, behavior modification, educational support, and medications—each plays a role in improving ADHD. A complete ADD & ADHD Information Resource! www.add-adhd-infoplus.com

Dr. Janet Johnson, chair of education at Rio Salado College, recommends the following resources for further study on ADD/ADHD.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders (4th ed.) Text Revision*. Washington, DC: American Psychiatric Association.

Jaquith, J.M. (1996). *Your ADD/ADHD Child and Homeschooling*. Journal of the National Academy for Child Development. Volume 9, No. 1, 1996, 8

Pfiffner, L.J. & Barkley, R.A. (1998). Treatment of ADHD in school settings. In R.A. Barkley (Ed.) *Attention-deficit hyperactivity disorder*. New York: Guilford Press.

National Association of Child Development. www.nacd.org

Nolan, E.E., Gadow, K.D., & Sprafkin, J. (2001) Teacher reports of DSM-IV ADHD, ODD, and CD symptoms in schoolchildren. *Journal of the American Academy of Child and Adolescent Psychiatry*, 40, 241-248.

Wicks-Nelson, R. & Israel, A.C. (2003). *Behavior Disorders of Childhood*. New Jersey: Prentice Hall.

Inclusion

emTech - Inclusion Links: Inclusion, accommodation, curriculum, modification, special education, and collaboration. ... network aimed at supporting and promoting the inclusion of marginalised groups in education: on Inclusion in Education of Students with Mental Retardation. www.emtech.net/inclusion.htm

Planning for Inclusion: This News Digest, Planning for Inclusion, provides an overview of inclusion issues and a list of resources on inclusion; approximately 36 pages when printed. PLANNING FOR INCLUSION. NICHCY News Digest www.nichcy.org/pubs/outprint/nd24txt.htm

Planning for Inclusion: Education: special needs > education > how to plan for inclusion; how to adapt the general education curriculum to meet the needs of special education students. www.library.adoption.com/adopting/adopt/article/4454/1.html

The Teacher's Tool Kit: Education: Inclusion and Education Resources : United States & Canada: promoting the inclusion of marginalised groups in education. www.teacherstoolkit.com/classroom4.htm

The Institute for Urban School Improvement focuses on families and the importance of developing inclusive schools where families are welcomed, respected, and engaged. Sponsor of National Inclusive Schools Week. www.inclusiveshools.org

Capacity Building Grants



Capacity building, competitive grants offered through the Arizona Department of Education, Exceptional Student Services, encourage the development and preservation of programs that help meet the education requirements of students with disabilities. The programs emphasize increasing the level of knowledge and skills of educators through a variety of training and mentoring opportunities. Funding, considered “seed money,” may be used to start a new program, or enhance an existing one, that promotes sustainability of positive project outcomes.

The Arizona Department of Education allocates federal funds, to the extent that they are available, in compliance with the *Individuals with Disabilities Education Act Amendments of 1997 (IDEA)*, §300.622 *Subgrants to LEAs for capacity-building and improvement*. The law asserts that state education agencies must make subgrants to local education agencies:

...to assist them in providing direct services and in making systemic change to improve results for children with disabilities through one or more of the following:

- (a) Direct services, including alternative programming for children who have been expelled from school, and services for children in correctional facilities, children enrolled in State-operated or State-supported schools, and children in charter schools.
- (b) Addressing needs or carrying out improvement strategies identified in the State’s Improvement Plan under subpart 1 of Part D of the Act.
- (c) Adopting promising practices, materials, and technology, based on knowledge derived from education research and other sources.
- (d) Establishing, expanding, or implementing interagency agreements and arrangements between LEAs and other agencies or organizations concerning the provision of services to children with disabilities and their families.

- (e) Increasing cooperative problem-solving between parents and school personnel and promoting the use of alternative dispute resolution.

The Arizona Professional Development Leadership Academy (PDLA) has defined capacity building as “an ongoing, planned, comprehensive, collaborative, and systemic process that is dynamic and brings significant, accountable, goal-directed change for all stakeholders resulting in increased achievement for all learners.” Each capacity building grant imbeds this philosophy into its structure by promoting collaborative team efforts to identify the need; cultivate a structured plan that utilizes scientific-based research and services to reduce or eliminate that need; collect and analyze relevant data to monitor plan success; and encourage an environment that embraces and continues the successes after the life of the grant.

Two-year grants, based on a number of disability-focused priorities, may be awarded to public education agencies whose proposals fulfill fiscal and programmatic criteria that meet high standards as assessed by a team of impartial grant evaluators. Training is available to assist school staff in writing a strong, comprehensive, and fundable capacity building grant. Although the training schedule for the next round of grants is not yet finalized, it will be published in the near future.

School districts, charter school holders, and county school offices are eligible to apply if they:

- 1. Are in compliance with all state and federal requirements. Grants will not be awarded to public education agencies that are out of compliance with these requirements.
- 2. Have submitted the most recent special education census count, and/or is serving special education eligible students.

3. Have applied for current year *IDEA* Basic Entitlement funds.
4. Have approved special education policies and procedures on file with the Arizona Department of Education, Exceptional Student Services. New charter schools that have not yet met this requirement but who are otherwise eligible for this grant should contact their assigned Exceptional Student Services program specialist for assistance in fulfilling this condition

Some priorities have additional grant-specific eligibility requirements.

Online Application Schedule

Capacity building grants for School Year 2005–2006 are currently being prepared to go online through the department's Grants Management Enterprise after the first of the year. View the online applications and their corresponding request for proposals downloads at <http://www.ade.az.gov/gme>. The public may preview funding information by clicking on Fund Alerts and View ALL Fund Alerts. Application submission capability requires common logon permissions. If you are interested in applying for a capacity building grant and do not have common logon permission, contact your district or school's finance office for assistance.

A tentative activation and submission schedule is provided here along with a brief summary of each grant's purpose.

Online activation: January 3, 2005
Submission deadline: March 4, 2005

Autism Spectrum Disorder Grant: This grant supports a train-the-trainer approach to deliver professional development that will increase effective teaching skills and knowledge for those working with children with Autism Spectrum Disorder (ASD). Training activities are developed and presented by Exceptional Student Services or other qualified personnel under the guidance of the Autism Spectrum Disorder Committee.

Paraprofessional Training Grant: Promotion of systemic change through in-service and/or pre-service training for paraprofessionals who provide instructional support to students with disabilities is the focus of this grant. Funds may be used to assist these paraprofessionals in obtaining two years of college credit or an associate's degree; or in passing a formal state or local academic assessment as stipulated in the *No Child Left Behind Act of 2001 (NCLB)*; and/or in providing training activities based on the specific needs of a school's paraprofessionals. Grant activities may also include assistance to special education teachers to improve their knowledge and skills in supervising and mentoring paraprofessionals. This, however, must be secondary to paraprofessional training and is limited to approximately 10% of the total grant amount. A project proposal may encompass the needs of all paraprofessionals providing educational services, however, *IDEA* funds must be used solely for paraprofessionals who provide services to students with disabilities and special education teachers who supervise these paraprofessionals. A proportionate amount of matching funds from other federal, state, or local funding sources must contribute to this grant's activities to compensate for participating paraprofessionals and teachers who do not provide educational support to students with special needs.

Online activation: January 17, 2005
Submission deadline: March 18, 2005

Arizona Behavioral Initiative Grant for Safe Schools: This grant is provided through a partnership among the Arizona Department of Education, Arizona State University, Northern Arizona University, and University of Arizona, with support from the National Center for Positive Behavioral Interventions and Supports. It is designed to assist in the development of improved district-wide behavior management systems that will decrease problem student behaviors resulting in increased student achievement. The grant operates in collaboration with and under the supervision of the Arizona Behavioral Initiative (ABI). Attendance at a pre-proposal conference is required for applicants that have never received funding for this initiative. This should be a person(s) who will be responsible for grant implementation and who understand(s) the scope of the project. If attendance is not possible, an applicant may request a video of the pre-proposal conference.

Event: ABI Pre-proposal Conference
Date: February 8, 2005
Location: Arizona State University West
LaSala Room, UCB Building
4701 West Thunderbird Avenue
Phoenix
Time: 1:00–4:00 pm

For registration information on the pre-proposal conferences or to request a video, please contact one of the following Regional University Partners:

- a. Jill McCollum, Arizona State University, jillmccollum@asu.edu
- b. Yadira Rodriguez Flores, Arizona State University, yadira.rodriguez@asu.edu
- c. Joan Oakes, Northern Arizona University, joan.oakes@nau.edu
- d. Jolenea Ferro, University of Arizona, jbferro@email.arizona.edu

Disproportionality of Ethnicity Grant: This grant is designed to support efforts in the development of an effective system to address the disproportionate numbers of ethnically diverse students identified for special education by applying self-selected models to improve proportionate numbers of students in special education. The models must provide strategies and supports to all educators to address academic and behavioral needs of at-risk students prior to referral. Funds from this grant must be used for required training and in the research, planning, and implementation of a program that addresses ethnic disproportionality. This grant is limited to public education agencies that have been contacted by the Arizona Department of Education with their disproportionate student numbers.

Online activation: January 31, 2005
Submission deadline: April 1, 2005

Reading Intervention Grant for Grades 4–8: The purpose of this grant is to promote systemic change by improving reading skills for students with disabilities, grades 4–8, in low performing schools. Through a systemic change approach, the focus is to increase teachers' knowledge and ability to teach effective reading strategies in the areas of phonemic awareness, phonics,

fluency, vocabulary, and comprehension to students with disabilities.

School to Adult Life Transition Grant: Funds from this grant support improved transition programs for youth with disabilities ages 14–21 by increasing the knowledge of educators, students, families, administrators, and other agency personnel of the transition requirements as outlined in the *IDEA*, and providing research-based effective practices and a comprehensive model for operating a successful youth transition program. This grant works in conjunction with the Arizona Transition Outcomes Project (ATOP). For more information on the grant or ATOP, contact Wendy Collison, wcollis@ade.az.gov.

Online activation: February 7, 2005
Submission deadline: April 8, 2005

Counseling Services Grant: Development of a program that increases an education agency's capacity to provide counseling and other intervention services through the establishment of a solid infrastructure or system based on collaboration and staff training is the emphasis of this grant. Expenditures to provide direct counseling services to students will no longer be allowed.

Best Practices

Capacity building grants promote self-perpetuation and self-monitoring of grant activities. Some priorities offer a great deal of autonomy in the development and implementation of a program tailored to address identified school-related issues. Others are structured through participation in grant-specific training and technical support or a training series that targets certain populations. All encourage team cooperation to ensure greater outcomes for students.

Grant criteria and the cyclical grant process is evaluated annually to identify problems and other concerns. Over the years, the process has been refined in response to raised issues and input from program coordinators and school fiscal staff. Designated committees and/or individuals, in conjunction with the Arizona Department of Education, closely monitor outcomes. As old priorities that no longer serve the needs of Arizona's students are put to rest, new ones that target

critical disability-related topics are researched and promoted throughout the state.

Capacity building grants have produced effective or best practices, which may be adapted to a public education agency's individual and unique circumstances. Best practices are bi-products of the annual programmatic completion reports filed with the Arizona Department of Education. Each best practice provides:

- An overview of the problem or situation that existed prior to the start of the grant.
- An explanation of how the problem was addressed during the two-year grant period.
- An illustration of the indicators of project success.
- A description of grant-related plans that did not work and possible reasons for their lack of success.
- Information on media projects, such as video or digital camera capture, that were done on a project, which may be shared with you.
- An individualized plan to imbed the positive program outcomes more firmly into the school culture after the life of the grant.

The capacity building grant best practice website URL, www.nau.edu/CBG, has been active since December 1, 2004.

Celia Kujawski is the capacity building grant coordinator. Contact her for more information on capacity building grants, the grant evaluation process, or this web site at 602.364.4019 or ckujaws@ade.az.gov.



Get on the Board!

**A Successful
Resource for
Schools and Job
Seekers Alike**

The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and individuals who seek employment.

Web site hits soared from 550,645 for October and November of 2003 to 1,045,667 for the same time period in 2004. There were 2,850 placements for 2003 compared to an estimate of 3,300 for 2004.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

Each posting has a detailed description of the job and contact information the searcher can use to learn more about the position. If the school has a web site, there will be a link next to the posting that the user may click on to find information about the school. If the contact person has an e-mail address, the user may choose to email that contact person with a resume.

<http://www.arizonaeducationjobs.com>



Want your own copy of the *Special Edition?*

Download directly from
www.ade.az.gov/ess.cspd.

The Special Education Advisory Panel in Action

The Special Education Advisory Panel (SEAP) wishes to commend Dr. Lynn Busenbark and the staff at ADE for a superb job on the Continuous Improvement Monitoring Process and subsequent documentation, which was recently submitted to the Office of Special Education Programs in Washington. Arizona has an unparalleled statewide monitoring system to ensure that students with disabilities receive needed services and that districts are in compliance with federal statutes. Drawing from experience with statewide monitoring, Lynn and her staff crafted a process and a product for which we can all be proud.

SEAP agreed to serve as the steering committee for the self-assessment and incorporated components of the process into each meeting from November 2002, through the summer of 2004. But the real work took place in the trenches of the Department of Education, Exceptional Student Services Division and in the state's regional trenches. Some data could be gleaned from available data sources, but much of the data was harvested from 50 education agencies selected as a stratified sample from the state's monitoring cycle. Focus groups were held at neutral sites in 20 locations throughout Arizona. One hundred sixty-three individuals participated in these groups with

three-fourths of them being parents of students with disabilities. Input was captured from a cross-section of ethnicities and disability categories.

Clusters that were covered in this self-study included: general supervision, early childhood transition, parent involvement, FAPE, and school to adult life transition. Results showed shining examples of quality services in Arizona in very large and very small schools; in urban, rural and remote sites; in wealthy and poor communities; and in school districts and charter schools. Most importantly, the committee learned that special education programs are doing quite well in the minds of parents and professionals in the field. The information from this self-assessment will be used in the development of the Arizona Annual Performance Report (APR) for 2004. Plans are already underway to address the few weaknesses revealed in this honest and straightforward report.

Requests for a copy of the CIMP report may be made in writing to Dr. Lynn Busenbark, ADE/ESS, 1535 W. Jefferson, Bin #4, Phoenix, AZ 85007.

The Special Education Advisory Panel feels fortunate to have Joanne Phillips, Dr. Lynn Busenbark and Steve Mishlove leading our state's special education programs and supporting our panel as we advise the state on matters relating to special education. We are grateful for their energy and dedication, not only for this accomplishment, but also for their consistently fine work throughout each year. Thank you!

Dr. Kay Turner, Director of Special Services,
Humboldt Unified School District

SEAP Members



Special Education Advisory Panel Meeting Schedule

The State of Arizona has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education-related services for children with disabilities. The public is encouraged to review the panel's agenda postings and provide input at meetings. Remaining dates for the current school year are:

- January 18, 2005
- March 8, 2005
- May 17, 2005
- June 21, 2005

Meetings will be held from 9:00 am to 3:00 pm in room 417 at the Arizona Department of Education building at 1535 W. Jefferson, Phoenix, Arizona.

For additional information, meeting agendas, and minutes, visit the web site at <http://www.ade.az.gov/ess> Click on "Special Education Advisory Panel." Or, contact Jeannette Zemeida, Administrative Assistant, ADE/ESS at 602.542.3855.

S.E.A.P. Special Education Advisory Panel

Spotlight on...

Sue Tillis

Sue has the longest tenure of anyone serving on SEAP.

Bio

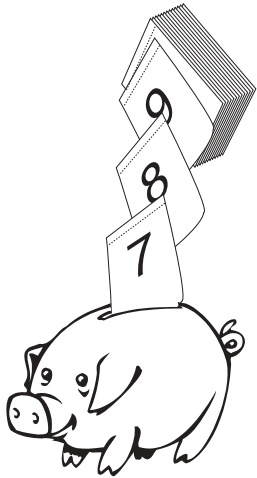
Sue has been the special education director in the Sunnyside School District in Tucson for the past 15 years. She is also on the faculty at the University of Phoenix and serves on many other state-level committees. Previously, she taught special education for 15 years. Sue was recognized as the director of the Arizona Special Education Program of the Year in 2003.

What position do you fill on SEAP?

I represent Special Education Administration in a public school on SEAP.

Why did you choose to become a SEAP member?

I wanted to be a panel member because many issues frustrated me as I did my job in Sunnyside. I felt that this would present me an opportunity to provide an "in the trenches" interpretation, as well as guidance to the state. Also, even though it is not a required category, I feel that I have a responsibility to represent the student population (ethnically, linguistically, and socio-economically) that makes up my district and many others in the state. I also benefit tremendously from the up-to-date information that is provided to the panel.



Save the Date!

September 21-22, 2005

Fifth Annual Transition Conference

Giving Voice to the Future

Wigwam Resort
Litchfield Park, Arizona
623.935.3811
or
800.327.0396

Call the Wigwam now to book your reservation. All 331 rooms, whether standard or luxury, are being offered on a first-call, first-serve basis at the special State rate of \$90 plus tax.

Presentation proposals will be accepted through January 28, 2005.

To make conference reservations, or for more information on submitting a presentation proposal, contact Jeannette Zemeida at 602.542.3855 or jzemeid@ade.az.gov.



Non-Public Placements

In a small percentage of cases, the needs of individual students are such that it is necessary to send them to non-public placements. These settings are private day schools or residential care facilities that may be sought because a public school district is unable to provide appropriate educational services for a particular student within its school settings.

The Individuals with Disabilities Education Act (IDEA) requires schools to provide a free and appropriate education in the least restrictive environment to students with disabilities. IDEA defines least restrictive environment:

In GENERAL-To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [20 U.S.C. 1412 (a)(5)(A)]

The National Association of State Directors of Special Education (NASDE) has published a Quick Turn Around (QTA) Forum document on this topic. This QTA summarizes information from 47 state education agencies relating to policies, procedures and challenges of placement of students with disabilities in non-public settings.

Download this document at <http://www.nasdse.org/forum.htm>. Or order a hard copy by contacting Carla Burgman at 703.519.3800 ext. 312 or Carla.burgman@nasdse.org.

Arizona's Professional Development Leadership Academy (PDLA) presented "Inspiring Learning: Achieving Results" at the National Staff Development Council (NSDC) Conference in Vancouver, December 6, 2004. The session resulted in many positive comments about Arizona's system of professional development and a list of attendees from Utah, New York, Colorado, Illinois, Minnesota and Canada who want to continue the conversation about Arizona.

Over 80 people from Arizona attended the convention, participating in six days of learning, discussing and reflecting about effective professional development. NSDC is the nation's largest conference concentrating on professional development in K-12 schools. Keynote speakers included Michael Fullan, Hugh Price, Erin Gruwell and Alvin Law.

The National Staff Development Council's four-part strategic plan emphasizes the importance of professional development that improves the performance of all educators and the learning of all students.

Strategic Priority 1

Goal: Leadership—school and district leaders create systems of professional learning that ensure the continuous improvement of leadership, teaching, and student achievement.

Assumptions: Leaders affect the quality of professional learning through their thoughts, words, and actions. In particular, leaders shape what is talked about and how it is discussed. Certain kinds of conversations are more effective than others in

shifting mental models and stimulating action and accountability.

Strategic Priority 2

Goal: High-performance Cultures—school and district cultures support sustained collaboration and professional learning.

Assumptions: School cultures affect teacher and student performance. School cultures are shaped by leadership practices and various structural elements.

Strategic Priority 3

Goal: High Poverty Schools—all schools with high concentrations of low income and minority students ensure quality professional learning for all educators.

Assumptions: Skillful teaching and leadership is particularly important to students in high poverty schools; quality professional learning improves teaching and leadership.

Strategic Priority 4

Goal: Advocacy—local and state policies promote quality professional learning for all educators.

Assumptions: Local and state policies affect professional learning; sustained, informed advocacy regarding quality professional learning increases the probability for effective policies.

A group of individuals from Arizona will gather in January to discuss Arizona's affiliation role in NSDC. If you are interested in attending or receiving any of the material from the conference please contact Miriam Podrazik at 602.364.4005. For more information about NSDC go to www.nsd.org.

Great Success!

Training Targeting New Directors will Expand to Not-So-New Directors

On December 2, 2004 approximately 70 special education administrators attended the Special Education District Data Seminar at the Black Canyon Conference center. This training was one of three scheduled this year for new special education administrators. The information gathered at the meeting indicates a tremendous need in the field for more information related to understanding student and personnel data and using it to make informed decisions. Another training will be scheduled before the end of the current school year. Notices will be sent to all special education directors.

A huge thank you to Samie McFadden and Mejia Mja for their leadership in this effort.

IDENTIFIED NEEDS

Demographic information taken from separate but corresponding forms, non-duplicated count:

Special Education Administrators—17

General Education Administrators—3

Special Education Teachers—4

Special Education Administrative Assistant—2

Representative from county—1

Undeclared role—2

The informal survey of 65 pre-registered participants also included district data specialists and testing coordinators. Of the respondents, 100% of them indicated that their understanding of statewide assessment data and data-driven decision-making comes from:

- ADE trainings and/or
- District level in-service trainings/district personnel/ or experience in classroom; one person indicated that manuals and training led to current understanding

Responses to the prompt of, “I need more information on...”

*(Note: * denotes the number of additional times the same request occurred.)*

Data issues not covered in this training

- SAIS submissions
- Integrity
- Trainings for secretaries and SPED assistants on student labeling, reporting, SAIS, SPED info, Census, etc.
- Withdrawal codes
- Terminating SPED services
- How to enter ELL students into student records systems without failing integrity progress monitoring

State accountability data collection

- Test label particulars
- J code
- Upcoming workshops for assessment coordinators including a special education representative
- Any changes to the assessment system
- How should IEPs look if the non-standard accommodations are available to a student but not necessarily used? (Self-selecting)* (Note: this topic should also be addressed procedurally with IEP development, test administration and proctoring, and finally, the bubbling or not bubbling of J code.)

- Standard/nonstandard accommodations**
- Assessments—what needs to be included in the IEP
- Including Form 1 (alternate assessment forms) in IEP preparation

Using data for accountability/labeling

- How the accountability models will change based on the new assessments this year*
- AYP—who is normally responsible for this task (i.e. a special ed teacher/district/principal)?
- AZ Learns formulas and how their changes impact labeling of schools

Data Retrieval from the state or testing companies

- Where to find specific information ***
- Where to find our specific data

Reading data that come from state or testing companies

- Reading district, school, classroom and student levels data*
- Reading school data*

Re-formatting data to answer specific questions/making data usable

- Charting and graphing the incoming data *****
- Using pivot tables*****
- Making data usable**

Analyzing data

- Understanding why the data say what they do*
- Interpreting the data

Knowing if data analysis is correct

- How to know if analysis is correct*

Using data to enhance student performance

- Making use of data
- How special education data can be collected and utilized in planning instruction to prepare students for new assessments (Note: topic was addressed in the afternoon—however, this was cited as a suggestion for future trainings.)
- Comprehensive spread sheets on individuals (Note: training demonstrated use of performance data, demographic data, etc. in addition to state assessment data.)*
- Worksheet and data analysis of elementary school students (all examples in the training were from high school districts)
- How to adapt and target instructional techniques to help students improve skills
- Using data for educational programming
- Training personnel to make data-driven decisions
- Ideas for sharing data with teachers
- More ways to use data to plan instruction

Other

- Resource materials available to expand knowledge about data analysis* (Note: one was offered in the afternoon.)
- The manual showing how AZ Learns/AYP calculations are produced
- Usable data
- New IDEA*
- AG opinion on graduation

Other things to consider

- More invitations to workshops like this (Note: this was the first that ADE has attempted.)
- Make this kind of workshop available to teams—special education director, assessment coordinator and data person
- More teacher friendly information
- Need regular educator trainings focused on how

they can be successful teaching students with disabilities

- Hold trainings for teachers during summer months to prepare for upcoming year
- Extensively address standard and non-standard accommodations in this training (Note: entire Outreach series had already occurred on this topic.)
- Provide information in easier and more user-friendly format for new people. Go to the basics even though for many it is review
- ASL (American Sign Language) is a “foreign language” and is used to teach students all day everyday. The students would not understand the signing of exact English, rendering its use inappropriate. {From ASDB}
- The difference between Native American language ELLs and Spanish (and other language) speaking ELLs. The PHLOTE laws do not seem to be geared for Native American students who may speak English at home but are still ELLs because their English is influenced by Native American language, and is not “standard American English.” This affects their performance in reading and language.
- Keep going out and presenting information—it is the only way those in smaller rural areas have the opportunity to meet and network with others
- The time factor from pre-referral process to qualifying for special education services takes too long! Sometimes three or four years! Imagine what this does to test scores!
- We write IEPs every day. A change to one page of the document (Form 1 for example) requires at least two more pages of paper work.
- Hold more trainings for secretaries and SPED assistants on student labeling, reporting, SAIS, SPED info, Census, etc, especially for districts with high turnover in staff.
- Provide more opportunities for regular education and special education teachers to interface regarding data.
- Way for reports on assessments to show if non-standard accommodations are used

...we'd like y'all to
participate!



8th Annual Assistive
Technology Summer Institute
Training in the Pines
Sagueros...

Assistive Technology

It's hot, it's cool; use it at work, home and school!

June 13 & 14, 2005

Wigwam Resort

300 Wigwam Blvd.
Litchfield Park, Arizona

Learn **HOT** information about assistive technology
in a NEW, but equally **COOL** location.

Attend Arizona's major statewide assistive technology
conference!

This conference will provide the latest information on
assistive technology (AT) applications and products
for major life activities such as education,
independent living and employment. Conference
strands and exhibit hall will include: (1) AT for
Elementary Education; (2) AT for Secondary
Education; (3) AT for Students Transitioning to
Postsecondary Education and/or Work; (4) AT for
Independent Living; (5) AT for Employment; and, (6)
Assistive Technology Service Delivery Issues.

For more information, contact:

Jill Sherman

Arizona Technology Access Program

(602) 728-9532

(800) 477-9921

Jill.Sherman@nau.edu

Don't Forget...



Special Education Emergency Supplemental Funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services, but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities that requires support over and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Please contact Kristen Dewey at kdewey@ade.az.gov for a complete packet of information and an application, or you may call her at 602.542.5447. An online application will be available soon.

Have you Heard?

Arizona is the recipient of three national grants totaling approximately \$19 million to be allocated over the next five years. Thanks to the Substance Abuse and Mental Health Services Administration (SAMHSA), communities across Arizona will have new financial resources to help combat substance abuse. These grants will fund new initiatives for substance-abuse prevention and treatment, while strengthening Arizona's existing services. For more information contact the governor's office at <http://www.governor.state.az.us> or 602.542.1318.

- Check out the Arizona Promising Practices web site for the most up-to-date information on research-based practices. www.azpromisingpractices.com.

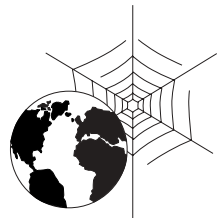


Outreach

Regional Outreach Training will be offered through May for Arizona administrators and educators. A new and exciting topic will be offered each month at nine sites throughout the state. These trainings will offer the latest information with a focus on increasing understanding and compliance of federal and state laws, and resources available from ESS. These trainings offer opportunities to network and receive information designed to facilitate and improve appropriate services for students with disabilities. Later training times will be offered on topics especially geared for teachers. This information is posted at www.ade.az.gov under "Calendar of Events."

CEC Online

The Council for Exceptional Children is offering a variety of online workshops on critical and timely special education topics. Go to their web site www.cec.sped.org and click on *Professional Development Training & Events*.





Arizona's Children Association

Protecting Children. Preserving Families.

Arizona's Children Association is the state's largest and oldest non-profit, full-service child welfare and behavioral health agency. More than 600 professionally trained, caring, and dedicated individuals—consisting of counselors, therapists, social workers, psychologists and professional and administrative staff, plus, more than 400 partner foster families—work every day to break the cycle of abuse and neglect, and begin the process of healing. Offering more than 85 individual programs, Arizona's Children Association positively affects the lives of some 38,000 Arizonans each year. Contact them at <http://www.arizonachildren.org>.

Save the Date!

To attend the

2005 Director Institute Conference

October 31-November 3, 2005

The Wigwam Resort & Golf Club
300 Wigwam Boulevard
Litchfield Park, AZ 85340
(623) 935-3811

More details will follow in
the upcoming months



Online Baccalaureate Degree Partnership in Elementary Education

Rio Salado College has established an educational partnership with Charter Oak State College and Bridgepoint Education. This partnership program has been established using the Associate in Transfer Partnership Degree: K-12 Classroom Instructional Support as the academic base for individuals who desire flexibility in their educational goal to become a certified elementary teacher.

This collaborative agreement provides a flexible and nontraditional means of earning credits necessary for Arizona Elementary Education Teacher Certification and a bachelor's degree as a requirement for the certification process. The concentration of the Bachelor of Science Degree focuses on elementary education and leadership. The title of the Bachelor's degree awarded by Charter Oak State College is a B.S. in General Studies with an Individualized Studies Concentration (with a focus on Elementary Education and Leadership).

For additional information regarding this partnership refer to the attached program flow diagram and contact Rio Salado College Student Enrollment Services at 480.517.8580 or e-mail academic.advisement@email.rio.maricopa.edu and Bridgepoint Education at 888.668.1883 or e-mail rio@bridgepointeducation.com or bridgepointeducation.com/rio

Professional Development Opportunities 2005

January		10	PDLA Team Leaders meeting Facility: Black Canyon Conference Center
7-8	PDLA Cohort 2 – Effective PD Design Facility: Black Canyon Conference Center	11-12	PDLA Cohort 1 – Study Groups Work Session Facility: Black Canyon Conference Center
12	SIG Reading Interaction Facility: Black Canyon Conference Center	31	SIG Reading Interaction Facility: Radisson Woodland Hotel – Flagstaff
13	PDLA Team Leaders meeting Facility: Black Canyon Conference Center	April	
21-22	AUTISM - Social Skills and Relationships Facility: Wigwam Resort	1-2	PDLA Cohort 1 – Sharing Study Groups Results Facility: Black Canyon Conference Center
21-22	PDLA Reading Cohort - Guide/Rubric and Team Facilitation Facility: Black Canyon Conference Center	8-9	AUTISM - Overview of Models Facility: Black Canyon Conference Center
27	PDLA Partners meeting Facility: Black Canyon Conference Center	8-9	PDLA Reading Cohort - Models of PD Facility: Marriott Phoenix Airport
28-29	PDLA Cohort 1 Study Group Work Session Facility: Sheraton Phoenix Airport	29-30	CSPD Coaching Training Cohort B, Advanced Cognitive Coaching and Team Facilitation Facility: Black Canyon Conference Center
February		May	
4-5	PDLA Cohort 2 – Systems of Accountability Facility: Sheraton Phoenix Airport	12	PDLA Council meeting Facility: Black Canyon Conference Center
10	PDLA Council meeting Facility: Black Canyon Conference Center	July	
11-12	AUTISM - Content Strategies Facility: Black Canyon Conference Center	13-17	PDLA SUMMIT Facility: Sheraton Crescent - TO BE CONFIRMED
11-12	PDLA Reading Cohort - Data-Driven Decision Making Facility: Black Canyon Conference Center	20-22	AUTISM - ASD Institute Facility: Black Canyon Conference Center
17-19	AHAA Training Facility: Black Canyon Conference Center	<p>For registration information on any of the above events, please contact Billy Miller at 602.542.3183, bvmile@ade.az.gov, or fax him at 602.364.1115</p> <p>Note: For all reading-related professional development offerings go to http://www.ade.az.gov/ Click on “Calendar of Events”</p> <p>The calendar is updated with new trainings as they arise, so check it out often.</p>	
March			
2	SIG Reading Interaction Facility: Hilton Tucson East		
3	PDLA Partners meeting Facility: Black Canyon Conference Center		
4-5	PDLA Cohort 2 – Assessing the Impact of PD Facility: Sheraton Phoenix Airport		

SELECT Spring 2005 At-A-Glance

IN-PERSON CLASSES—Deadline for Registration January 9 2005

In-person classes are offered Friday 4:00-10:00 am and Saturday 8:00 am - 5:30 pm unless otherwise noted

City	Class	Instructor	Dates/Times
Northern Arizona			
Chinle	ESE 503 Evaluation of Exceptional Children: Cross Categorical	Maria Berecin-Rascon	2/25&26; 3/18&19; 4/15&16 3 credit hours/45 contact hours
Bullhead City	ESE 509 Foundations of Special Education: Cross Categorical	Alisa Burroughs	3/25&26; 4/15&16; 4/29&30 F: 4-10 & S: 8:30-5:30 3 credit hours/45 contact hours
Ganado	ESE 509 Foundations of Special Education: Cross Categorical	Elliot Gory	2/25&26; 3/11&12; 3/18&19 3 credit hours/45 contact hours
Lakeside	ESE 509 Foundations of Special Education: Cross Categorical	Jane Rupard	2/4&5; 3/5&5; 4/1&2 3 credit hours/45 contact hours
Central Arizona			
Phoenix	ESE 503 Evaluation of Exceptional Children: Screening, Assessment, and Evaluation in Early Childhood (Ages 3-5)	Cheryl Blackwell	2/4&5; 2/18&19; 3/4&5 3 credit hours/45 contact hours
Glendale	ESE 503 Evaluation of Exceptional Children: Cross Categorical Perspectives	Michael McMullen	2/18&19
Scottsdale	ESE 503 Evaluation of Exceptional Children: Porch Index Communicative Abilities Scoring System	Mary Jane Trunzo	1 credit hour/15 contact hours 2/25&26
Tempe	ESE 504 Methods and Materials in Special Education: Beginning Sign Language	Mary Ann Fagan-Smith	1 credit hour/15 contact hours 1/18-3/29 Tues 5:00-8:00 pm
Tempe	ESE 504 Methods and Materials in Special Education Intermediate Sign Language	Mary Ann Fagan-Smith	2 credit hours/30 contact hours 3/2-5/11 Wed 5:00-8:00 pm
Scottsdale	ESE 504 Methods and Materials in Special Education: Traumatic Brain Injury	Mary Jane Trunzo	2 credit hours/30 contact hours 4/1&2
Phoenix	ESE 504 Methods and Materials in Special Education: Early Childhood Social and Emotional Development	Cheryl Blackwell	1 credit hour/15 contact hours 4/1&2; 4/15&16; 4/29&30
Phoenix	ESE 504 Methods and Materials in Special Education: Cross Categorical	Karen Johnson	3 credit hours/45 contact hours 1/21&22; 2/4&5; 2/18&19
Mesa	ESE 504 Methods and Materials in Special Education: Early Childhood Curriculum Development	Jennifer Peterson	3 credit hours/45 contact hours 2/25&26; 3/11&12; 4/1&2
Phoenix	ESE 504 Methods and Materials in Special Education: Early Childhood Language and Literacy Skills—Phonemic Awareness and Beyond	Deb Kendall	3 credit hours/45 contact hours 3/4&5; 3/18&19; 4/1&2 3 credit hours/45 contact hours
Goodyear	ESE 504 Methods and Materials in Special Education: Traumatic Brain Injury	Roz Locker	3/11&12
Phoenix	ESE 505 Consultative Techniques in Special Education: The Individualized Education Program	Jane Rupard	1 credit hour/15 contact hours 2/18&19
Tempe	ESE 509 Foundations of Special Education: Autism Spectrum Disorder and Early Childhood Development	Deb Mikkelsen	1 credit hour/15 contact hours 1/21&22; 1/28&29; 2/11&12
Gilbert	ESE 509 Foundations of Special Education: Introduction to Autism and Pervasive Developmental Disorders	Heidi Blair	3 credit hours/45 contact hours 4/15&16; 4/22&23; 4/29&30 3 credit hours/45 contact hours
Glendale	ESE 509 Foundations of Special Education: Autism and Pervasive Developmental Disorders	Elliot Gory and Maria	1/28&29; 2/4&5; 2/18&19
Avondale	ESE 509 Foundations of Special education: Cross Categorical	Berencin-Rascon Karen Johnson	3 credit hours/45 contact hours 4/1&2; 4/15&16; 4/29&30
Paradise Valley	ESE 509 Foundations of Special Education: Emotional Disabilities	Steve Speisman	3 credit hours/45 contact hours 5/6&7
Paradise Valley	ESE 509 Foundations of Special Education: Mental Retardation and Physical & Orthopedic Disabilities	Jan Speisman	1 credit hour/15 contact hours 4/8&9
Paradise Valley	ESE 509 Foundations of Special Education: Learning Disabilities and Attention Deficit and Hyperactivity Disorder	Michael McCarthy	1 credit hour/15 contact hours 4/15&16 1 credit hour/15 contact hours
Tempe	ESE 509 Foundations of Special Education: Early Childhood Speech and Language Development	Deb Mikkelsen	4/1&2; 4/8&9; 4/22&23 3 credit hours/45 contact hours

Southern Arizona			
Sierra Vista	ESE 502 Behavioral Management in Special Education: Effective Cross Categorical Classroom Management Techniques	Laurie Dietz	1/28&29; 2/11&12; 2/18&19 3 credit hours/45 contact hours
Tucson	ESE 502 Behavioral Management in Special Education: Practical Strategies in Cross Categorical Behavior Management	Barbara Horton	3/4&5; 3/11&12; 3/18&19 3 credit hours/45 contact hours
Tucson	ESE 503 Evaluation of Exceptional Children: Assessing Cross Categorical Students	Barbara Horton	4/15&16; 4/22&23; 4/29&30 3 credit hours/45 contact hours
Tucson	ESE 505 Consultative Techniques in Special Education: Maximizing Parent Involvement and Utilizing the Knowledge and Skills of Related Services Personnel	Laurie Dietz	4/8&9; 4/22&23; 4/29&30 3 credit hours/45 contact hours
Tucson	ESE 509 Foundations of Special Education: Attention Deficit and Hyperactivity Disorder in Regular and Special Education	Liela Williams	2/4&5; 2/11&12; 2/18&19 3 credit hours/45 contact hours
Sierra Vista	ESE 509 Foundations of Special Education: Cross Categorical	Liela Williams	3/4&5; 3/11&12; 3/18&19 3 credit hours/45 contact hours
Tucson	ESE 509 Foundations of Special Education: Cross Categorical	Holly Cluff	2/11&12; 3/11&12; 4/8&9 3 credit hours/45 contact hours
<p align="center"><i>WEB CLASSES—Deadline for Registration January 9th, 2005</i></p> <p align="center"><i>All web classes follow a schedule listed in the specific course syllabus—please request a copy of the syllabus for schedule</i></p>			
Web	ESE 502 Behavioral Management in Special Education: Emotional Disabilities	Adam Schnaps Course #4979	January 18-May 13 3 credit hours/45 contact hours
Web	ESE 502 Behavioral Management in Special Education: Positive School-wide Behavior Support	Joan Oakes	February 15-May 6 3 credit hours/45 contact hours
Web	ESE 503 Evaluation of Exceptional Children: Cross Categorical	Ron Drossman	January 18-March 18 3 credit hours/45 contact hours
Web	ESE 503 Evaluation of Exceptional Children: Cross Categorical	Richard Burch	January 18-March 18 3 credit hours/45 contact hours
Web	ESE 504 Methods of Materials in Special Education: Specific Learning Disabilities	Christine Opitz	January 18-May 13 3 credit hours/45 contact hours
Web	ESE 504 Methods and Materials in Special Education: Cross Categorical	J'Anne Ellsworth	January 18-May 13 3 credit hours/45 contact hours
Web	ESE 504 Methods and Materials in Special Education: Cross Categorical Transitioning—Development and Implementation of Objectives, Strategies and Evaluations	Deb Carson	February 1-April 29 3 credit hours/45 contact hours
Web	ESE 506 Administration and Supervision of Special Education: Disability Law	Ed Myers	January 18-May 13 3 credit hours/45 contact hours
Web	ESE 509 Foundations of Special Education: Adolescent Transition	Deb Carson	February 1-April 29 3 credit hours/45 contact hours
Web	ESE 509 Foundations of Special Education: Cross Categorical	Adam Schnaps	January 18-May 13 3 credit hours/45 contact hours
Web	ESE 509 Foundations of Special Education: Cross Categorical	Richard Burch	January 18-March 18 3 credit hours/45 contact hours
Web	ESE 509 Foundations of Special Education: Specific Learning Disabilities	Christine Opitz	January 18-May 13 3 credit hours/45 contact hours

Registration information
or to see any course syllabus:

SELECT Web Site: <http://www.nau.edu/ihd/SELECT/index.shtml>
 Gretchen Merten at 928-523-1809 (gretchen.merten@nau.edu)
 or Amy de Haan at 928-523-8137 (amy.dehaan@nau.edu)
 (Fax: 928-523-9127)
 Or write to: NAU / SELECT Program
 PO Box 5630
 Flagstaff, AZ 86011

Course Fees:

- NAU credit: \$219.00 per credit hour (please call for registration materials).
- For Professional Growth contact hours, but NOT university credit, the course is free.

Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007

Index Code
45680